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ABSTRACT

This handbook sets forth the specific state policies, evaluation procedures, and standards governing the approval of teacher education programs in South Carolina. An outline is provided of the self-evaluation process undertaken by colleges prior to on-site evaluation by the team of educators representing the state. The on-site evaluation of an institution's teacher education program covers the following areas: (1) purposes and objectives of the teacher education program; (2) program organization; (3) student admission, retention, exit, and follow-up policies and procedures; (4) student personnel services; (5) student participation in teacher education program development and evaluation; (6) faculty; (7) facilities and instructional materials; (8) school/institution relationships; (9) curriculum development, planning, and patterns; (10) general education; (11) professional education; and (12) teaching majors--general standards. A statement of the standards for each of these areas is followed by evidence indicators used to judge whether the standards have been met. (JD)

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POLICIES, PROCEDURES AND STANDARDS

FOR THE

APPROVAL OF TEACHER EDUCATION PROGRAMS

IN SOUTH CAROLINA

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Charlie G. Williams
State Superintendent of Education

SP 028 589

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Education Improvement Act (EIA) Requirement

"...Beginning in 1984-85, additional and upgraded approval standards must be developed, in consultation with the Commission on Higher Education, and promulgated by the State Board of Education for these teacher education programs."

At its regularly scheduled meeting on February 13, 1985, the State Board of Education appointed a committee composed of representatives from public and private institutions of higher education, public school districts, the Commission on Higher Education, education organizations and the legislature to assist the Board in carrying out the legislative requirement for the improvement of teacher education program approval standards.

The proposed standards were revised from the work of the Program Approval Standards Committee and will be considered for final adoption by the State Board of Education on January 8, 1986. Members of the Program Approval Standards Committee are as follows:

The Honorable Nell Smith, Chairperson
Senate Education Committee

The Honorable Linwood Altman
House Education and Public Works Committee

Ms. Sally Bigger, Member of School Board
Aiken School District Board of Trustees

Ms. Betty Cunningham, President
South Carolina Education Assoication

s. Elizabeth Dubose, Assistant Superintendent
Greenville School District

Dr. Eleanor Duff, Associate Dean, College of Education
University of South Carolina, Columbia Campus

Ms. Elizabeth Gressette, Executive Director
Palmetto State Teachers Association

Dr. Eugene Hardin, Superintendent of Schools
Lexington School District Two

Dr. Hazel Harris, Director of Graduate Education Program
Furman Univerisity

Dr. Vermelle Johnson, Acting Dean, School of Education
South Carolina State College

Dr. Arthur Justice, Dean, School of Education
University of South Carolina at Spartanburg

Dr. Frank Kinard, Associate Director
Commission on Higher Education

Mr. William Knight, Chairman, Department of Education
Benedict College

Dr. Edward Lawton, Associate Provost
College of Charleston

Dr. James Matthews, Dean, College of Education
Clemson University

Dr. Ernest Nicholson, Superintendent of Schools
Florence School District Four

Dr. Terry Peterson, Director, Education Division
Governor's Office

Dr. Alex Raley, Assistant Superintendent
Richland School District One

Dr. James Rex, Dean, School of Education
Winthrop College

Ms. Jerry Weise, Classroom Teacher
Charleston School District

Dr. Dennis Wiseman, Dean, School of Education
Coastal Carolina College

POLICIES AND PROCEDURES UTILIZED BY THE STATE BOARD OF EDUCATION IN THE APPROVAL OF TEACHER EDUCATION PROGRAMS OFFERED BY COLLEGES AND UNIVERSITIES IN SOUTH CAROLINA

The Standards

Any program of study in professional education offered in South Carolina by any institution of higher education shall be approved by the State Board of Education if the program is to be used for the purpose of initial certification in South Carolina. An institution shall recommend for certification only those individuals who complete a state-approved teacher education program. For this purpose, the State Board of Education adopts the Standards for State Approval of Teacher Education published by the National Association of State Directors of Teacher Education and Certification (NASDTEC), suitably modified or extended by the Board.

In addition, an essential part of the state system of program approval shall consist of outcome indicators which measure the effectiveness of both the general and the specific components of the teacher education program through products. These indicators shall be:

a. Proportion of students attaining the passing score on the professional knowledge examination (pedagogy)

b. Proportion of students attaining the passing score on the teaching area examinations (NTE or SCTAE)

c. Proportion of students who achieve the state standard on the performance assessment instrument during the provisional contract year

d. Proportion of students qualified for certification in South Carolina.

The approval status of the teacher education program shall be based on a comprehensive evaluation incorporating the NASDTEC process standards as defined by evidence indicators and the outcome indicators which measure products of the program. These regulations shall be implemented in accordance with a schedule to be adopted by the South Carolina State Board of Education.

The Self-Study

The Director of the Office of Teacher Education and Certification of the South Carolina State Department of Education shall notify each institution of program evaluation one year in advance, with a copy of the notification to the Executive Director of the Commission on Higher Education. Dates for the on-site visit by the evaluation team shall be established by the Office of Teacher Education and Certification. The Office of Teacher Education and Certification shall forward to the institution (1) a copy of the current documents governing the approval process, and (2) appropriate self-analysis forms. The institution shall complete the self-analysis of all certification programs for which approval is requested and forward twenty copies to the State Supervisor of Teacher Education no later than thirty days prior to the on-site visitation. Only those programs included in the self-analysis shall be evaluated. Copies of the self-analysis and supportive materials shall be mailed by the institution to the individual members of the evaluation team no later

than thirty days prior to the dates of the visit. Failure to meet this schedule may require the postponement of the on-site visit.

The Evaluation Team

Members of the evaluation team shall be appointed by the Office of Teacher Education and Certification and trained in the skills and policies of on-site evaluation. The number of persons serving on an evaluation team shall be based on the size and scope of the programs submitted and shall be determined by the Office of Teacher Education and Certification, and the chairman of the team shall be designated by the Director of the Office of Teacher Education and Certification. The institution shall have the right to request the substitution of appointed members and the chairman of the team for reasons submitted in writing to the Director of the Office of Teacher Education and Certification. The Office of Teacher Education and Certification shall assure that all members have received training within two years prior to service. Evaluation teams shall reflect a balanced composition of classroom teachers, administrators, and higher education personnel. The expenses of team members involved in the visitation shall be paid by the State Department of Education.

The On-site Visit

On the selected dates, the evaluation team shall convene on the campus of the institution and remain for the period of time adequate to study the institution's program and facilities. The team's responsibilities shall include verification and, where necessary, clarification or elaboration of information, evidence, documentation, and data pertinent to the evaluation. It is the primary duty of the visiting team to undertake an objective analysis of the teacher education program and to develop and file a factual report supported by evidence of its findings. Decisions by the team shall be based upon established policies, procedures and standards specified in this document. The factual report of the team's findings shall be reviewed at a scheduled exit interview at the conclusion of the visit, presided over by the team chairman, assisted by a representative of the Office of Teacher Education and Certification, and presented to the chairman or dean of the teacher education program and selected administrative officials of the institutions. Within thirty days after the visit, the Office of Teacher Education and Certification shall submit to the institution a detailed report of the team's evaluation.

The Institution's Response

The institution, within thirty days of receipt of the team report, shall submit twenty copies of a written response. This response may (a) agree with the report, (b) cite any portions of the report that are factually in error and include supporting documentation, (c) clarify any portions of the report on which there is disagreement or difference of interpretation or opinion, along with supporting documentation submitted as supplementary material, or (d) present minor changes made after the on-site visit for consideration.

The Professional Review Committee

The Office of Teacher Education and Certification shall submit copies of pertinent materials relative to the evaluation to the Professional Review Committee. The materials shall include the institutional self-study, the report of the evaluation team, and the institution's response with supporting documentation and published materials.

The Professional Review Committee shall consist of twelve members appointed by the State Board of Education upon the recommendation of the State Superintendent of Education for staggered terms of four years. Members shall elect by majority vote a chairman and vice-chairman annually. Among the appointed members of the Professional Review Committee, there shall be two members appointed from the State Department of Education, (one of whom shall be the Director of the Office of Teacher Education and Certification), one district level school administrator, one building-level school administrator, two classroom teachers, three members from state-supported institutions of higher education, and three members from private institutions of higher education. The composition of the total committee shall include specialists in elementary education, secondary education, and educational administration at both the public school and the college level. Members of the Professional Review Committee shall have the training in program review procedures required for members of visiting teams. It is the primary duty of the Professional Review Committee, based upon the factual report of the visiting team and the response by the institution, to assure that all standards are met in practice or principle and that all identified deficiencies are specified and addressed in recommendations to the State Board of Education.

The Professional Review Committee shall consider all information pertinent to the institution's application and prepare recommendations for use by the State Board of Education. The Professional Review Committee shall review the factual report of the evaluation team on each program reviewed and shall further verify that adequate and appropriate practices were followed according to the adopted Policies and Procedures. The chairman of the evaluation team shall present to the Professional Review Committee a report on the comprehensive and specific findings of the on-site visit, including details of identified deficiencies, and shall be available to respond to questions during discussion or further deliberations. Each institution having programs to be reviewed by the Professional Review Committee shall be notified of the review date and shall be invited to attend. The designated representative of the institution shall present to the Professional Review Committee a report on the institution's response to the evaluation, including an account of any factual errors and an explanation of disagreements or further concerns with the evaluation.

The Professional Review Committee shall hear reports on the evaluation by (a) the chairman of the evaluation team, and (b) appropriate representatives of the institution undergoing evaluation. The committee may present questions during and after the reports for purposes of clarification, explanation, or further edification. Minor changes that can be evaluated without a return visit shall be considered by the Professional Review Committee. Published materials and supportive documents shall be available to the committee for purposes of reference. After due consideration of all documents, reports, and information made available during the course of the review, the Professional Review Committee shall make formal written recommendations to the State Board of Education, and a copy shall be mailed to the institution involved. Such recommendations shall be based upon the extent to which the teacher education program under evaluation has complied with established standards.

Recommendations by the Professional Review Committee to the State Board of Education shall be limited to four categories:

(a) **Approval.** This recommendation indicates that the program complies with all established standards and is eligible for approval for a period of seven years from July 1 following the action by the State Board of Education. The amount of time during which a program holds Approval With Advisement or Probational Approval shall be deducted from the seven year period.

(b) **Approval With Advisement.** This recommendation indicates that minor deficiencies have been identified in one or more program components required by established standards which shall be remedied within a time limit not to exceed one year.

(c) **Probational Approval.** This recommendation indicates that major deficiencies have been identified in one or more program components required by established standards which shall be remedied within a time limit not to exceed one year from July 1 following the action by the State Board of Education, during which time the program shall be ineligible to admit new students for purposes of certification.

(d) **Disapproval.** This recommendation indicates that identified deficiencies are of sufficient importance and consequence as to impair the ability and competence of prospective teachers, and the effectiveness of the program is unacceptable for meeting established standards for professional education. Disapproval shall be recommended for a period of not less than one year from July 1 following the action by the Board, during which time course credits shall not be eligible for meeting certification requirements, and the program shall be ineligible to admit new students. Credit for courses in which students were enrolled prior to the date of Disapproval shall be eligible to meet certification requirements.

Recommendations by the Professional Review Committee to the State Board of Education shall include (1) recommended category of approval, (2) recommended time limitations involved in each case, and (3) recommended procedures for verifying compliance to standards by the institution.

The Director of the Office of Teacher Education and Certification shall submit recommendations of the Professional Review Committee to the State Board of Education through the State Superintendent of Education. Recommendations shall be based upon criteria established for the NASDTEC process standards with accompanying evidence indicators and the outcome indicators for annual program assessment.

Withdrawal of Program

Institutions with one or more programs recommended for the categories of (1) Approved With Advisement, (2) Probational Approval, or (3) Disapproval may request that the program or programs be withdrawn from consideration prior to submission to the State Board of Education. Any program withdrawn at the request of the institution shall be ineligible to offer subsequent course credits for purposes of

certification effective June 30 of the year in which the request is made and shall be ineligible to submit a request for re-approval for one year from the date of expiration.

Approval By the State Board of Education

The State Board of Education shall restrict program approval to the following four categories and their respective conditions, which may apply to the entire teacher education program at an institution or to the individual certification programs in it:

(a) **Approval.** The program is approved for an established period of time not to exceed seven years from July 1 following the action by the State Board of Education during which approval is rendered, subject to annual assessment based upon criteria for continuation of approval.

(b) **Approval With Advisement.** The program is approved for a period of time not to exceed one year from July 1 of the academic year during which approval is rendered, subject to re-evaluation of identified deficiencies and to annual assessment based upon criteria for continuation of approval. Programs may receive a maximum of two such approvals during a seven-year period based upon on-site evaluation standards, product standards, and annual assessment criteria for continuation of approval.

(c) **Probational Approval.** The program is approved for a period of time not to exceed one year from July 1 following the Board action and is subject to re-evaluation of specified deficiencies by a visiting team appointed by the Office of Teacher Education and Certification. Programs shall be limited to one such approval during a seven-year period. Failure to remedy identified deficiencies within the specified period of approval or to meet annual assessment criteria for continuation of approval shall result in disapproval. During the time of probation, the program shall be ineligible to admit new students for purposes of certification.

(d) **Disapproval.** The program is disapproved for a period of not less than one year from July 1 following action by the Board, during which time course credits shall not be eligible for meeting certification requirements. Credit for courses in which students were enrolled prior to the date of Disapproval shall be eligible to meet certification requirements. During the period of disapproval, the program shall be ineligible to admit new students for purposes of certification.

Experimental or Innovative Programs

Institutions seeking approval of innovative or experimental programs leading to certification shall file written notification with the Office of Teacher Education and Certification, indicating the specific area of certification or experimentation for which approval is sought and the period of time not to exceed three years from the date of Board action for which approval is sought.

Application for approval shall be based upon a self-study utilizing the following standards: (1) the currently approved evaluation standards in the specific program

area of certification, to include a description and justification for those considered inapplicable to the experimental or innovative design of the program, and (2) the currently approved NASDTEC evaluation standards designed for experimental or innovative programs. An on-site evaluation team shall be appointed by the Office of Teacher Education and Certification to review the program and report its findings to the Professional Review Committee for recommendations to the State Board of Education. Innovative or experimental programs submitted for re-approval shall follow the process for initial approval of an experimental or innovative program. The categories of Board approval for regular programs shall apply for re-approval of experimental or innovative programs.

Notification of Approval

Institutions seeking approval of their programs shall be notified by the State Superintendent of Education regarding the action taken by the State Board of Education. Complete files of all information pertaining to an institution's approval or denial of approval shall be maintained in the Office of Teacher Education and Certification.

Institutional Appeal

An institution shall have the right to file a notice of appeal within thirty days after a decision made by the State Board of Education.

Submission of New Program or Program Changes

Any institution with one or more approved programs may request approval of new programs or program changes which it has added during the preceding twelve-month period. It shall provide full information concerning the new program or program changes and arrange for any visitation designated by the State Board of Education. As appropriate, the request shall be accompanied by evidence that the new program or program changes have been approved by the Commission on Higher Education. New programs or program changes shall be evaluated with standards applicable to all teacher education programs. Program changes should be approved before altering a student's program of study.

Annual List

On June 30 of the fiscal year, institutions with approved Teacher Education programs shall provide to the Office of Teacher Education and Certification an annual list of the following:

A. Students Admitted to the Teacher Education Program

1. Name
2. Social Security Number
3. Teaching Major - Certification Area

4. Date of Admission to Program

5. Education Entrance Examination Scores

6. Sex

7. Age

8. Race

B. **Individuals Completing Student Teaching**

1. Name

2. Social Security Number

3. Teaching Major - Certification Area

4. Date Completed Student Teaching

5. Age

6. Sex

7. Race

8. Average Score on South Carolina Performance Assessment Instrument

9. Professional Knowledge Examination Score

10. Teaching Area Examination Score

C. **Individuals Completing the Approved Program**

1. Name

2. Social Security Number

3. Teaching Major - Certification Area

4. Date Approved Program Completed

5. Meets South Carolina Approved Program Requirements for Initial Certification

6. Meets South Carolina Approved Program Requirements for Advanced Certification.

Technical Assistance

The Office of Teacher Education and Certification shall maintain contact with teacher education programs throughout the state through routine communication and on-campus visits. These contacts may be initiated by a campus officer or by personnel in the Office of Teacher Education and Certification.

Publication of Approved Programs

The Office of Teacher Education and Certification shall publish an annual list of all South Carolina institutions having teacher education programs approved by the State Board of Education under NASDTEC Standards. Information concerning each institution shall include name, address, and the programs and their status which have the approval of the State Board of Education. Included shall be a description of each category of approval for teacher education programs in the state. The list shall be distributed to all South Carolina colleges, universities, school superintendents and shall be available to any other appropriate institution or agency.

OUTCOME INDICATORS

Continuation of Program Approval

Continuation of program approval shall be contingent upon attainment of the established criteria for outcome indicators. An analysis of cumulative data shall be made every two years. Institutions with programs failing to meet one or more of the outcome indicators may be subject to an on-site review by a team appointed by the Office of Teacher Education and Certification. The review team shall identify deficiencies and make recommendations to the Professional Review Committee regarding continuation of approval for the program under review. Each institution shall receive annually a copy of the results of the calculation of the outcome indicators prior to general availability. An annual review of the data on the performance of students and graduates of the approved programs shall be conducted by the Office of Teacher Education and Certification, and based upon the following outcome indicators:

1. **Professional Knowledge Examination**

   a. The State Board of Education shall select the professional knowledge examination and shall establish the passing score. The Board shall further establish the minimum percentages of those individuals in each teaching major who shall attain the passing score.

   b. Annual calculation of percent passing shall be based on the scores of individuals who completed student teaching at the institution during the preceding fiscal year.

   c. The calculation of percent passing shall be conducted by the Office of Teacher Education and Certification by November 1 of each year.

   d. Only one entry of scores per student shall be used in the calculation of percent passing.

   e. The score used for calculating percent passing shall be the highest score earned by the examinee prior to the end of the academic year during which student teaching occurred.

2. **Teaching Area Examinations**

   a. The State Board of Education shall establish the minimum percentages of those individuals in each teaching major who shall attain the passing score on the teaching area examination.

   b. Annual calculation of percent passing shall be based on the scores of individuals who completed student teaching during the preceding fiscal year.

   c. The calculation of percent passing shall be conducted by the Office of Teacher Education and Certification by November 1 of each year.

   d. Only one entry of scores per student shall be used in the calculation of percent passing.

e. The score used for calculating percent passing shall be the highest score earned by the examinee prior to the end of the academic year during which student teaching occurred.

3. Performance of Graduates During the Provisional Contract Year

a. The State Board of Education shall establish the minimum percentage of those individuals who shall meet the standard established for the state performance assessment instrument for provisional contract teachers.

b. Annual calculation shall be based on the cumulative performance of individuals recommended by the institution for initial certification who attain the state standard during the first year of their provisional contract status.

c. The calculation of percent meeting the standard shall be conducted by the Office of Teacher Education and Certification by November 1 of each year based on data provided by each South Carolina public school district to the State Department of Education.

d. Only one entry per individual shall be used in the calculation of percent meeting the standard.

e. The entry used shall be the average score received on the state performance assessment instrument at the end of the initial year of employment in a South Carolina public school district within three years of recommendation from the institution for certification.

4. Number Qualified for Certification

a. The State Board of Education shall establish the minimum percentage of students completing the teacher education program who shall meet certification requirements in South Carolina.

b. Annual calculation of the percent qualified for certification shall be based on the accumulated number of students completing the program in the preceding fiscal year.

c. The calculation of the percent qualified for certification shall be conducted by the Office of Teacher Education and Certification by November 1 each year.

d. An individual shall be counted only once in the final calculations.

PROCESS INDICATORS

The on-site evaluation of an institution's teacher education program shall be based on the following process standards as defined by specific evidence indicators.

A. PURPOSES AND OBJECTIVES

Standard I: A statement of the purposes including the scope and limitation of all teacher education programs shall be included in an institution's catalog and in other printed materials used by the institution to describe its programs. The statement shall indicate each certification program offered, the grade span for which state approval has been granted, the level at which programs are offered (basic or advanced), and the graduate programs offered for the preparation of specifically-named school services personnel.

Evidence Indicators

1. The catalog of the institution includes a description and the purpose of the teacher education program.

2. The catalog description of the teacher education program includes each certification program offered.

3. The catalog or other published materials indicate the certification grade span of each teacher education program offered.

Standard II: Program objectives shall be based upon the institution's perception of the teacher's role in the schools. They shall be made explicit in formal statements and they shall be reflected in the actual teaching behaviors of the graduates. Objectives stated for teacher education shall be consistent with those stated for the institution as a whole. An institution shall provide clearly-defined statements of objectives in its publications.

Evidence Indicators

1. There is a written account of the objectives of the teacher education program in published documents.

2. The objectives of the teacher education program incorporate all competencies included in evaluations and instructional programs adopted by the South Carolina Board of Education as essential teaching skills and behaviors (e.g., student teacher and provisional contract performance assessment instrument, annual contract criteria, or similar programs).

3. Program objectives reflect current research and trends on teacher and school effectiveness.

Standard III: Teacher preparation programs shall be described to achieve the stated institutional purposes and educational objectives and shall reflect the judgment of: (a) members of the faculty, (b) students, (c) graduates, (d) lay citizens, (e) schools, and (f) the professional education organizations.

Evidence Indicators

1. The content and structure of the teacher education program reflect the objectives in Section A, Standard II.

2. The program routinely incorporates the judgment of faculty, students, graduates of the program, and public school practitioners.

B. ORGANIZATION

Standard I: The control of the institution shall reside in a board of trustees or an otherwise designated board. The functions of the board shall be that of assuring for the institution philosophies and policies which will insure a sound educational program.

A. In the discharge of its functions, there shall be clear evidence in the records of the board's deliberations that it recognizes and fulfills its responsibility to teacher education.

B. Terms of office shall be arranged to provide desirable continuity within the board membership.

Evidence Indicators

1. Control of the institution as a whole resides in an appropriate Board or similar body.

2. Terms of office are established to assure continuity of the Board.

3. The Board is aware of its responsibilities to the teacher education program through an annual report that includes the performance of the institution's graduates on the product standards.

Standard II: Under the direction of a president or an otherwise designated chief administrative officer, adequate provision shall be made for the performance of all administrative functions affecting teacher education by personnel competent in their respective assignments.

A. An organizational chart of the institution shall be available and evidence shall be provided to support the suitability of the organization for teacher education, the competency of the personnel, and the manner in which functions are performed.

B. Written policies shall be provided pertaining to salary schedules, rank, tenure, group insurance, sabbatical leave, sick leave, retirement allowances, funding of inservice development on a state, regional, or national basis.

C. Written information outlining applicable administrative policies shall be provided for administrators and faculty members. Such information shall include the functions of the board of control, the faculty, and the administrative staff officers with particular reference to teacher education.

Evidence Indicators

1. An organizational chart of the administrative structure of the institution as a whole is available.

2. An organizational chart includes the specific administrative structure of the teacher education program.

3. Written policies on salary schedules, rank, tenure, group insurance, sick leave, sabbaticals, retirement, and faculty development are available and distributed to all faculty.

4. Written policies which demonstrate institutional expectations and incentives for service to public schools are available and distributed to teacher education faculty and other appropriate faculty.

Standard III: Financial resources for the accomplishment of announced purposes must be available, and current income for both public and private institutions must be such as to enable an institution to carry on its proposed work. In determining the financial condition of an institution, emphasis shall be given to the income available for teacher education purposes and the manner in which that income is expended.

A. The institution shall operate on a budget prepared in accordance with sound financial and educational practice and shall issue an annual financial statement giving a clear and accurate picture of its financial status. The financial statement shall be audited by a qualified outside agency.

B. The institution shall provide financial reports that clearly reveal the relative amounts as compared to other programs expended in teacher education for instruction, administration, maintenance, equipment, supplies, library, student activities, capital outlay, and debt service.

C. The financial records shall be kept in such a form that the economic status of the institution may be readily determined.

Evidence Indicators

1. The institution's current financial base is appropriately budgeted to fully support the teacher education program objectives.

2. Financial reports reveal clearly the amounts expended for the teacher education program.

3. The number of faculty employed by the institution as a whole meets the instructional needs of the teacher education program.

4. The number of faculty employed in the teacher education program meets the instructional needs of the teacher education program.

5. Funding is provided for library holdings needed to support the teacher education program.

6. Financial outlay is provided for needed supplies, equipment, maintenance, student activities, capital outlay, and debt service connected to the teacher education program.

Standard IV: Institutions which offer extended services, such as summer sessions; evening and weekend programs; off-campus extension or correspondence classes; survey and consultant services, shall provide the needed resources to conduct such services. Information shall be provided indicating the administrative and operational provisions established to assure the quality of such special services. This information shall indicate the extent to which these special services complement and/or relate to the regular program.

Evidence Indicators

1. For any institution offering summer school sessions, interim sessions, night courses or weekend programs, extension courses off-campus, correspondence (mail) courses, or consultant service, each activity offered receives needed support and funding.

2. Provisions are made to assure the quality of outcomes of such offerings.

3. Information is available to indicate that these offerings complement and/or relate to the regular program.

C. STUDENT ADMISSION, RETENTION, EXIT, AND FOLLOW-UP POLICIES AND PROCEDURES

Standard I: Provision shall be made within the institution for orderly methods of obtaining and maintaining information relative to candidates applying for admission to teacher education.

Evidence Indicators

1. An identifiable routine for formally admitting students to teacher education is established and followed.

2. Students are informed in writing of the admission process through bulletins, announcements, or other publications.

3. A permanent cumulative record is established for each student who applies for admission to the teacher education program.

4. Permanent cumulative records of individual applicants in teacher education include current information on the following:

   a) Grade point ratio (for each semester and cumulative)

   b) Official Education Entrance Examination (EEE) scores

   c) Date of admission to the teacher education program

   d) Advisor's name

   e) Recommendations for admission to teacher education

   f) Official grades and titles of courses taken each semester

   g) Official SAT or ACT scores if available.

Standard II: Specific admissions standards and procedures shall be published (including the time and, if possible, alternative times for admission) and shall govern a student's acceptance into the institution's regular teacher preparation program. For admission into a teacher education program in South Carolina, a student shall successfully complete the Basic Skills Examination that is required by South Carolina Law. For experimental or special programs, specific admissions requirements shall be indicated in the description of these programs.

Evidence Indicators

1. Criteria for formal admission to the teacher education program are current, clear, and in published form.

2. Published criteria for formal admission to the teacher education program are disseminated to students.

3. Admission criteria shall include:

   a) Completion of at least sixty semester hours of course work which will meet the degree requirements of the institution but no later than one full semester prior to student teaching

   b) A cumulative GPR of 2.5 on a 4.0 scale or evidence that a student has achieved a 2.0 GPR and achieved a score above the 50th percentile of examinees in South Carolina taking the SAT or ACT in the year of graduation from high school

   c) A passing score on the Education Entrance Examination

   d) Professional recommendations from general education and teacher education faculty

   e) SAT or ACT scores as available.

4. Permanent cumulative records indicate that all students admitted to the teacher education program are in compliance with specific requirements in item 3 above as well as other published institutional requirements.

Standard III: The institution shall have a well-defined plan for the evaluation of the performance of students enrolled in its teacher education programs. Measures of academic ability, observation by faculty (in courses, laboratories, and field experiences), and other modes of appraisal shall be utilized to assess specific strengths and weaknesses of students, their retention within the teacher education program, and their readiness to assume the professional role for which they are being prepared.

Evidence Indicators

1. There is evidence of performance evaluation during pre-student teaching clinical experiences.

2. Prior to the student teaching experience, individual students are advised of specific strengths and weaknesses as a prospective teacher.

Standard IV: An institution shall have well-defined evaluation procedures to assess the quality of its graduates when they complete pre-service programs and apply for a recommendation to become certificated. Increased human sensitivity including multi-cultural awareness, specified levels of competence in teaching skills and related knowledges, and other pre-determined qualifications must be demonstrated as a basis for an institutional recommendation for entry into the profession. Students shall be apprised of such evaluation procedures and qualifications.

Evidence Indicators

1. The evaluation of students includes:

   a) South Carolina performance assessment instrument for student teachers

   b) The National Teacher Examination or the South Carolina Teaching Area Examination

   c) State examination of professional knowledge (pedagogy).

2. Individual permanent cumulative records of students who have completed the teacher education program and have been recommended for certification are available and include the following:

   a) Conference sheet for South Carolina performance assessment instrument for student teachers

   b) Written student teaching evaluations by the supervising teacher and institutional supervisor

   c) Official scores on the National Teacher Examination or South Carolina Teaching Area Examination

d) Official scores on the professional knowledge examination (pedagogy).

3. Records indicate that each student recommended by the institution for teacher certification in South Carolina has attained the minimum passing score on:

   a) South Carolina performance assessment instrument for student teachers

   b) National Teacher Examination or South Carolina Teaching Area Examination

   c) State examination of professional knowledge (pedagogy).

Standard V: The institution shall have a well-defined plan for the evaluation of its graduates. The information gained from this evaluation plan shall be used in upgrading the various teacher preparation programs as well as for improving the practices pertaining to admission, retention, and exit.

Evidence Indicators

1. Copies of group score reports of graduates of the teacher education program by semester are available and distributed to faculty in each teaching major:

   a) National Teacher Examination or South Carolina Teaching Area Examination

   b) Examination of professional knowledge (pedagogy)

   c) Provisional contract performance assessment instrument.

2. Results of performance of graduates on the teaching area examinations and professional knowledge examination (pedagogy) are used to diagnose strengths and weaknesses of the teacher education program including the general education component and make program changes.

3. Written procedures exist which provide for the continuous review of the teacher education program to determine strengths, weaknesses, and needed revisions.

4. Minutes of meetings show continuous review of the teacher education program to determine strengths, weaknesses, and needed revisions.

5. Faculty in professional education and other academic units of the institution, students, graduates of the program, and public school practitioners are involved in the review of the teacher education program.

6. Meetings are held annually among representatives of the teacher education program, general education faculty and representatives of South Carolina public school districts that have employed graduates of the program to identify program strengths and weaknesses demonstrated through on-the-job performance of graduates.

D. STUDENT PERSONNEL SERVICES

Standard I: The institution shall have a well-organized student counseling program which continues throughout the preparation program and includes an effective placement service assisting graduates in finding positions.

Evidence Indicators

1. The institution has a viable student counseling program that addresses the individual educational needs of teacher education students.

2. The institution maintains a placement service to assist graduates of the teacher education program in securing professional employment.

Standard II: The institution shall provide students with written information describing its student personnel services and the means of availing themselves of these services.

Evidence Indicators

1. Written information is available in published form on the student personnel services.

2. Written information is distributed to students so that they are aware of the services available to them.

Standard III: The institution shall provide for the appointment of a faculty advisor for each student admitted to teacher education. The faculty advisor shall have a thorough understanding of the preparation program to be followed by each advisee.

Evidence Indicators

1. Faculty advisors of education students maintain current copies of approved programs of studies in the specialized areas of their student advisees.

2. Reference copies of current state laws, rules, and regulations pertaining to teacher certification are maintained and utilized in the student advisement program in teacher education.

3. The faculty advisor shall maintain in each education student's file a current checklist of those courses approved by the State Board of Education in the institution's approved program of teacher education for the applicable area of certification.

Standard IV: The institution shall collect and maintain current data on teacher supply and demand which shall be used by all faculty assigned to advise students preparing for teaching.

Evidence Indicators

1. The teacher education program maintains current files or background information (e.g., vacancies, "marketability", job markets, and similar information for prospective teachers) on teacher supply and demand.

2. The information referred to in item 1 is utilized in student advisement.

Standard V: The institution shall maintain a system of student personnel accounting including permanent cumulative records for each student enrolled. As part of the student record there shall be an intelligible transcript of record, including a statement of course titles, credits, or the equivalent (waivers, substitutions, etc.). The cumulative record shall also include a description of all professional laboratory experiences.

Evidence Indicators

1. The teacher education program has an accessible system of student academic records.

2. The system is in a clearly understandable format and available.

3. Permanent cumulative records on each student are current.

4. Permanent cumulative records include all courses, practica, laboratories, and similar experiences.

5. During the senior year, student progress will be audited to assure completion of requisite courses, practica, applicable tests (e.g., EEE, NTE), and other experiences needed for graduation and certification.

Standard VI: The institution shall conduct periodic follow-up surveys of its graduates in teacher education in order to gather data pertaining to the effectiveness of its student personnel services. These data shall become the basis for improving those services.

Evidence Indicators

1. There is a system of periodic follow-up at least biennially of graduates with regard to the effectiveness of the academic advisement provided to teacher education students.

2. Results of follow-up data are used in assessing the effectiveness of the academic advisement program in teacher education.

E. STUDENT PARTICIPATION IN TEACHER EDUCATION PROGRAM DEVELOPMENT AND EVALUATION

Standard I: The institution shall provide evidence that student organizations have been involved in program development and evaluation and that joint student-faculty committees have been active in these matters.

Evidence Indicators

1. Student organization(s) have been regularly involved in program development.

2. Records indicate that student organization(s) have participated in program evaluation.

3. Records indicate that joint student-faculty committees have been active in these matters.

Standard II: The institution shall provide evidence that there are clearly established channels and frequent opportunities for all students to express their views and that their views influence the development of teacher education programs offered by the institution.

Evidence Indicators

1. The teacher education program has a written policy statement on student participation in program development.

2. Formal channels are described for students to express their views regarding the teacher education program and its functions.

F. FACULTY

Standard I: The institution shall provide evidence that faculty members in professional education, whether working in a school or in higher education, have had specific preparation for their roles in teacher education.

Evidence Indicators

1. Each program area leading to teacher certification will have at least one full-time faculty member holding a terminal degree in the generic area based upon the following criteria: (a) Secondary Education, (b) Early Childhood/Elementary Education, and (c) each K-12 area of certification. This indicator shall apply to faculty appointments made after the effective date of these regulations.

2. At least fifty percent of the total faculty in professional education will hold the terminal degree.

3. The institution will have written policies that insure recent and continuous involvement of professional education faculty in school settings which shall prepare them for their role(s) in the education program.

4. Professional education faculty hired after the effective date of these regulations will have at least two years experience working with elementary or secondary students.

5. Teachers who serve as cooperating teachers of student teachers

   a) Hold a valid professional certificate in their area of supervision

   b) Have successfully taught for at least two years at the grade level and/or subject area for which supervision is assigned

   c) Have completed an institution's program for cooperating teachers

   d) Have completed the reliability training program for observers who use the South Carolina performance assessment instrument for student teachers

   e) Have been recommended annually based on the aforementioned criteria by the superintendent or his designee for service as a cooperating teacher.

Standard II: The institution shall provide evidence that faculty members who teach courses in the various discipline areas are well informed with respect to practices concerning those disciplines in the elementary and secondary schools.

Evidence Indicators

1. Collaborative activities occur between education faculty and the faculty in other disciplines with respect to current practices in South Carolina public schools.

Standard III: The institution shall provide evidence regarding faculty experience and participation in such professional activities as curriculum improvement, research, writing, and travel for educational purposes. The institution shall also provide evidence that faculty members are growing professionally through advanced study, research, and participation in activities closely related to their instructional assignments.

Evidence Indicators

1. The institution encourages and financially supports teacher education faculty participation in research, writing, and travel for professional purposes related to their assigned duties in teacher education.

2. The institution encourages and financially supports teacher education faculty growth and development through advanced study, research, and professional activities related specifically to their assigned duties in teacher education.

Standard IV: The institution shall provide evidence that its policies of selection, retention, and promotion of personnel are effective in providing faculty members who are competent and professional.

Evidence Indicators

1. The institution has a written policy on selection and appointment of all faculty members, including those in the teacher education program.

2. Service to public schools and teaching competence, in addition to research and publication, will be recognized in the evaluation of faculty in the teacher education program.

Standard V: The institution shall have provisions for the use of part-time or adjunct faculty as needed. Such part-time faculty shall meet all institutional criteria with respect to academic preparation, experience, and scholarly preformance as have been established for appointment as full-time faculty by the institution.

Evidence Indicators

1. A written policy exists on the appointment of part-time or adjunct faculty.

2. Part-time or adjunct faculty in teacher education have qualifications of regular faculty with regard to academic background, experience, and performance.

3. A written policy exists specifying that a majority of the education courses in each certification area be taught by full-time faculty.

Standard VI: The institution shall provide conditions essential to the effective performance by the teacher education faculty. The total service load shall be interpreted to include not only regular instruction but also extension teaching, committee assignments, extra-curricular activities, and supervisory responsibilities in connection with thesis advisement. The total service load shall also include assignments in the program of student observation and participation; independent study; advisory and consultative services; testing, psychological, and guidance services; participation in surveys; research and writing; student advisory duties; and recruitment, selection, and admission of students.

Evidence Indicators

1. Faculty loads in terms of assignments in the teacher education program are conducive to effective performance.

2. The assigned load takes into consideration all responsibilities in extension teaching, committee assignments, extra-curricular assignments, supervisory duties, and student observation and evaluation.

3. The assigned load takes into consideration such necessary duties as student advisement, research and writing, independent study, thesis advisement, and service to public schools.

4. Supervision of student teachers will be calculated on the basis of no more than two (2) student teachers equivalent to one credit hour.

Standard VII: The institution shall provide evidence that its faculty uses a variety of instructional procedures which contribute to the students' preparation, such as class discussions, large and small group work, lectures, laboratory work, and use of teacher aides and a variety of media.

Evidence Indicators

1. Students in teacher education are exposed by the faculty to a wide variety of teaching methods, approaches, and styles.

2. Teacher education faculty make conscious use of various instructional techniques such as lectures, grouping by different criteria, laboratory, role-playing, team teaching, programmed instruction, media-oriented presentations, and peer tutoring.

3. Teacher education faculty are afforded a supply of such instructional support equipment as audio-visual machines, duplicating equipment, laboratories, electronic and mechanical media by the institution.

Standard VIII: The institution shall collect and use information pertaining to performance of the students in teaching, their performance on standardized tests, the quality of their subsequent work in accredited graduate and professional institutions, and the degree to which the institution has attained its goals in the preparation of professional school personnel.

Evidence Indicators

1. The institution has a system for following up the performance and achievement of its graduates in teacher education.

2. Evidence is available on the performance of teacher education majors as teachers after they graduate.

3. Evidence is available on the performance of the institution's teacher education majors on standardized tests.

4. The teacher education program utilizes results of this follow-up information to assess and improve its own instructional program.

G. FACILITIES AND INSTRUCTIONAL MATERIALS

Standard I: An institution shall have a physical plant designed to serve its defined purposes for teacher education. The physical facilities shall also provide for the safety, health, cultural, social, and recreational needs of students and faculty.

Evidence Indicators

1. The physical plant meets the needs and objectives of the teacher education program. (Refer to Section A, Standard I.)

2. The physical facilities accommodate the safety and health of the students and faculty in the teacher education program.

3. The physical plant meets the cultural, recreational, and social needs of teacher education students and faculty.

Standard II: The library, as the principal materials resource center of the institution, shall be utilized for instructional research and other services supporting the teacher education program. Administrative procedures and equipment shall conform to accepted modern practices including methods of cataloging, arrangement of print and non-print materials, availability of student and faculty stations, and accessibility of materials and facilities. The library shall be administered by a professionally trained librarian.

Evidence Indicators

1. The library constitutes the principal materials resource center for the faculty and students.

2. Course assignments in teacher education require students to utilize the library in activities such as readings, projects, reports, and similar assignments.

3. The library is appropriately organized and operated according to modern accepted practices.

4. The number of volumes in the library conforms to recommended levels by professional library associations or similar accrediting organizations.

5. Materials and facilities are readily accessible to meet student needs.

6. The library is administered by a professionally trained librarian.

7. Professional journals and current periodicals pertaining specifically to teacher education are available in number, quality and content to reflect current professional trends.

Standard III: The institution shall provide laboratories and laboratory supplies and equipment needed for instructional purposes for each teacher education program offered, such as shops and

shop equipment; specialized equipment for biological, earth, and physical sciences; specialized equipment for psychological, sociological, and child development sciences; specialized furniture, equipment and supplies for music and art; gymnasiums and outdoor areas for physical education; equipment for business education; facilities, equipment, and supplies for home economics; and demonstration farms and farm buildings for agriculture. Space and equipment shall be made available for conducting and recording experiences such as micro-teaching, role playing, and other simulated activities.

Evidence Indicators

1. The institution provides space, supplies and equipment to meet the needs of each teacher education program offered.

2. Space and equipment are available for conducting simulated activities such as micro-teaching and role-playing.

3. Audio and video recorders and monitors and similar equipment are available and utilized by both faculty and students.

Standard IV: Institutions shall make teaching-learning materials and equipment available to students and faculty. They shall provide technical instruction in the use of the equipment, in the production of teaching-learning materials and the use thereof, and in the classification and preservation of such materials.

Evidence Indicators

1. Materials and equipment are available to the faculty and students in teacher education to support the instructional program.

2. Faculty and students in teacher education are instructed in the proper and effective use, maintenance and preservation of available supplies and equipment utilized in the regular instructional program.

3. Materials, supplies, and equipment are utilized and maintained for continuing and effective use by students and faculty in support of the regular instructional program.

Standard V: The institution shall demonstrate its commitment to the improvement of instruction by developing and following a plan for the institutional use of educational media and technology. The teacher education curriculum and classes shall reflect the utilization of the findings of contemporary inquires and studies related to the science and art of teaching.

Evidence Indicators

1. The institution utilizes and maintains a support system of educational media and technology for its teacher education program.

2. Media are used regularly by faculty and students in teacher education and are adequately maintained.

3. Faculty in the teacher education program make routine use of educational media in their program.

4. Education faculty effectively integrate educational media as instructional technique in the teacher education program.

Standard VI: The institution shall maintain a materials laboratory center either as a part of the library or as one or more separate units. It shall be open to students as a laboratory of materials of instruction and shall be directed by a faculty member well informed in the various instructional materials and media used at different grade levels. This laboratory shall include a wide array of books commonly used in elementary and secondary schools; various types of teaching aids such as maps, charts, pictures, filmstrips, and recordings; various types of materials used in evaluating learning; and curriculum patterns, course of study, and teaching units. There shall be workshop facilities for preparing new curriculum materials including access to electronic, photographic, and other equipment.

Evidence Indicators

1. The teacher education program maintains a materials center or materials laboratory.

2. It is staffed and open to students on a regular basis to meet student needs.

3. Its resources and services are utilized by education faculty in their instruction and student assignments.

4. It is administered by a professionally-trained individual well-informed in its offerings and services.

5. It provides examination copies of predominantly used current state-adopted textbooks in each major area of the teacher education program.

6. It provides a variety of such teaching aids as maps, charts, displays, demonstration devices, pictures, filmstrips, recordings, etc.

7. It includes materials on evaluation and testing, course of study, and teaching units.

8. It provides equipment and supplies for materials development and preparation.

9. It provides copies of all instructional materials developed by the state for the Basic Skills Assessment Program.

10. It includes copies of current curriculum guides from those school districts used for clinical assignments.

H. SCHOOL-INSTITUTION RELATIONSHIPS

Standard I: Definitions and requirements affecting working relationships between the schools and the institutions shall be explicit, clear, and well publicized. Officials of both the preparing institution and the elementary and secondary schools shall be certain that all programs are operated within all existing regulations.

Evidence Indicators

1. A written document describes the working relationships between the teacher education program and the public schools. The written document or accompanying policy manuals shall detail policies and procedures for all clinical experiences.

2. The description is explicit, clear, comprehensive, and current and shall include such areas as:

   a) activities, services, and compensation

   b) policies regarding substitute teachers

   c) roles and responsibilities

   d) policies regarding absences of cooperating teachers

   e) provisions for solving problems and the coordination of ongoing activities

   f) means for revision to meet changing needs and conditions.

3. Specific qualifications for cooperating teachers and institutional supervisors are provided.

4. All institutional faculty involved in supervision, cooperating teachers, and appropriate administrators receive copies and participate in an orientation session.

Standard II: Student teaching shall be done through cooperative programs in selected schools having well-planned curriculums, needed teaching materials, and professionally educated staff members with successful teaching experience. There shall be provisions for supervision by the institutional faculty, involving both academic subject and education areas, and for special preparation of supervisors from both the school and the institution.

Evidence Indicators

1. Written criteria are available for the institution's selection of schools to be used in the clinical experiences for teacher education students.

2. Each student teacher is supervised by institutional faculty who have preparation in professional education and the teaching major. Such supervision may be undertaken by one person with appropriate training in both areas or by two persons.

3. The institution prepares public school and institutional supervisors of student teachers for their duties and responsibilities.

4. Provisions are made for full-time supervision of student teachers by an individual who meets the criteria stated in Section F, Standard I, regarding cooperating teachers.

Standard III: Institutions shall make arrangements with school systems which include mutually agreed upon: (a) activities, services, and compensation; (b) roles and responsibilities; (c) provisions for solving problems and the coordination of ongoing activities; and (d) means for revision to meet changing needs and conditions.

Evidence Indicators

1. There is an annual written agreement between the institution and the public school district concerning collaborative activities.

2. The written agreement shall reflect the policies and procedures as described in Section H, Standard I, Indicator 1.

Standard IV: In addition to those who will assume the specific instructional and supervisory role, all institutions and elementary and secondary schools engaged in providing laboratory experiences for prospective teachers shall set up properly designated and publicized channels and offices for efficient operation and communication. Each school system and institution shall have an identifiable coordinator who channels or coordinates all contacts, operations, and activities for the system or institution which pertain to laboratory experiences prior to and during the student teaching, internship, or apprenticeship program.

Evidence Indicators

1. Channels of communication and those responsible for coordination of clinical experiences in the teacher education program and public schools are designated.

2. A district level coordinator(s) and an institution coordinator(s) are responsible for coordination and communication regarding the clinical experience program.

I. CURRICULUM DEVELOPMENT, PLANNING, AND PATTERNS

Standard I: The responsibilities for curriculum development, evaluation, and revision of the total teacher education program shall be coordinated through a single unit of the preparing institution. Each individual program of specialization shall be the responsibility of a designated unit or individual.

Evidence Indicators

1. Responsibility for decisions directly affecting the teacher education curriculum clearly resides in a single unit or individual who is identified in writing by position or role.

2. A written description of the procedures and personnel involved in development, revision, and evaluation of the teacher education curriculum specifies the process involved.

3. Responsibility for the curriculum in each major area offered in the teacher education program is designated to an identified single unit or individual at the institution.

Standard II: The process of curriculum development for the total teacher education program and various individual programs shall include advisory and/or policy groups. These groups shall include faculty within the institution with responsibilities in fields related to the areas of public school specialization, and representatives of elementary and secondary schools, the state education agency, professional associations, professional committees and commissions, and teacher education students.

Evidence Indicators

1. The curriculum in the teacher education program is developed according to a formal, structured process that is described in writing or chart form.

2. That process is made available to all groups and individuals involved.

3. The process includes input from faculty, teacher education students, and public school personnel.

Standard III: The process of curriculum planning and development shall include the development of program objectives to assure an integrated system of preparation in which each component or subparts of the program function in relation to other parts. A conceptual framework for the planning, development, and evaluation of components of the program shall be evident.

Evidence Indicators

1. Objectives have been developed specifically for the teacher education program and are based upon instructional goals.

2. The curriculum in teacher education matches the stated objectives of the program. (Refer to Section A, Standards I and II.)

3. The curriculum in teacher education reflects a systematic, sequential, and coordinated design, free of course isolation and fragmentation.

4. The curriculum in teacher education is evaluated for the purpose of improvement and needed revision.

Standard IV: The professional component of the teacher education program shall be based upon the institution's identified role expectations and desired outcomes for the preservice teacher and there shall be established a conceptual framework for achieving those expectations and outcomes.

Evidence Indicators

1. The teacher education program has identified in writing what it expects of its teacher education students as a result of their progress through the curriculum, based upon desired outcomes.

2. The teacher education curriculum provides its majors with the expected skills and knowledge needed to fulfill or meet the program objectives.

3. The program of studies for teacher education students leading to identified competencies is sequential and coordinated.

Standard V: The curriculum design of teacher education shall include practice and theory, and shall integrate theories of teaching and learning with the study of actual behavioral situations, both real and simulated.

Evidence Indicators

1. The teacher education curriculum provides its students with a thorough exposure to and knowledge of current theory and trends of teaching and learning.

2. Experience, training, and practice in the application of theory and skills are provided.

3. Theory and practice are integrated for students.

4. Students are required to participate in actual behavioral situations that require integration of theory and practice.

5. The curriculum in teacher education provides both real and simulated situations applicable to specific program(s) of study.

6. The curriculum integrates research on effective teaching and effective schools.

Standard VI: The curriculum in teacher education shall include supervised clinical, laboratory, and practicum experiences which shall be sequential and incremental and shall occur in a variety of settings including the areas of specialization. The nature of these experiences shall be documented.

Evidence Indicators

1. The teacher education curriculum includes formal, structured clinical experiences in a school setting covering a period of two semesters prior to the student teaching semester.

2. Clinical experiences are documented as to purposes, objectives, expected outcomes, and evaluation.

3. The clinical experiences are sequential in nature as opposed to isolated or fragmented activities.

4. They are incremental and based on increasing levels of expectations in both content and skills.

5. The clinical experiences are correlated with the rest of the teacher education curriculum and reflect program objectives and desired outcomes.

Standard VII: The institutions and the elementary and secondary schools shall collaboratively develop guidelines and share responsibility for the training, selection, and evaluation of cooperating teachers, and the implementation and evaluation of the clinical, laboratory, and practicum experiences within the program.

Evidence Indicators

1. Written evidence exists of collaboration between the institution and public schools regarding the practicum and internship experiences. (Refer to Section H.)

2. Cooperating teachers are evaluated by the institution as to their competence and effectiveness in the clinical experiences program. This evaluation shall be completed at the end of each semester.

3. Institutional supervisors in the clinical experiences program are evaluated by the cooperating teachers. This evaluation shall be completed at the end of each semester.

4. Cooperating teachers participate in the evaluation of the effectiveness of the clinical experiences program. This evaluation shall be completed at the end of each semester.

Standard VIII: The teacher education curriculum required by the institution shall be described to faculty, students, and others involved in the program.

Evidence Indicators

1. The curriculum in teacher education is published in a format that is easily understood and accessible to students.

2. The curriculum is available and described to all appropriate faculty at the institution.

3. The curriculum requirements for completion of the approved program are described to the students.

4. The teacher education curriculum is available and described to appropriate personnel in the schools who are involved in the school-institution relationship. (Refer to Section H, Standard I, Indicator 4.)

Standard IX: The teacher education faculty shall model in their teaching those methods which they espouse.

Evidence Indicators

1. Teacher education students are exposed to various teaching methods in the courses and practica that they take in the teacher education program.

2. All faculty in the professional education program utilize methods in addition to the lecture in their own teaching.

Standard X: A process of evaluation of individual programs and of the total program shall be in evidence. The process shall include provisions for a systematic analysis of students currently enrolled and of graduates to determine whether the program is accomplishing its objectives.

Evidence Indicators

1. Evaluation is made annually of the teacher education program as a whole and a written account of the results is available.

2. Each area of specialization (i.e., English, Math, Elementary, Science, etc.) in the teacher education program is reviewed and evaluated on a regular basis.

3. Criteria for the program evaluation process include assessment of student performance or achievement as a basis for identifying program strengths and weaknesses.

4. Criteria for assessing students for program effectiveness are compatible with program objectives. (Refer to Section A, Standards I and II.)

5. The program evaluation process includes assessment of graduates of the program.

Standard XI: A single administrative unit within the institution shall be responsible for verifying that students have successfully completed the approved program.

Evidence Indicators

1. Responsibility for verification of successful completion of the program by a student rests with a single administrative unit or individual at the institution.

2. That unit or individual is identified in a formal document that is disseminated to all personnel with a need to know.

J. GENERAL EDUCATION

Standard I: There shall be evidence of a process for coordinating the development of curriculum and its implementation and evaluation between those departments offering general education experiences and the teacher education faculty to assure that the goals of the general education standards for teacher education programs are achieved.

Evidence Indicators

1. The institution's general education curriculum reflects the goals and objectives of the teacher education program. (Refer to Section A, Standards I and II.)

2. There is evidence of cooperation and close coordination of effort through an identified and described process between the teacher education program and other academic disciplines with regard to the development of the general education curriculum.

Standard II: The general education program shall require study to develop the process skills of analysis, synthesis, and evaluation essential to understanding intellectual ideas and principles and to develop an appreciation of the arts.

Evidence Indicators

1. Required courses in the general education component provide students with a basic competence in the process skills of analysis, synthesis, and evaluation.

2. The process skills of analysis, synthesis, and evaluation are specifically stated, defined, described or accounted for in course syllabi, curriculum descriptions, program objectives, or similar written documents at the institution.

3. The general education curriculum for education majors requires those skills essential to the understanding of intellectual ideas and principles.

4. There is written evidence of the institution's commitment in its general education curriculum to provide its students with those understandings and intellectual concepts essential to develop an appreciation of the arts.

Standard III: The general education program shall require study to develop competence in written and oral communication skills.

Evidence Indicators

1. Requirements in the general education component provide study in writing and speaking.

2. The applicable requirements identified above are designed to assure competence in communication skills as a specific objective or purpose of the program and are so described or stated in writing.

Standard IV: The general education program shall require study to develop an understanding of and the ability to use basic mathematical properties, processes, and symbols.

Evidence Indicators

1. Requirements in the general education curriculum provide study of basic mathematical properties, processes, and symbols.

2. The requirements identified above are designed to assure understanding and ability to use basic mathematical properties, processes, and symbols as a specific purpose or objective of the program and are so stated or described in writing.

Standard V: The general education program shall require study of the historical and cultural values, customs and social institutions, of both western and nonwestern cultures and both minority and majority cultures in our own society integrating this study where possible.

Evidence Indicators

1. Requirements in the general education curriculum provide basic knowledge and understanding of history, diverse cultures, and related social sciences.

2. The requirements identified above are designed to assure basic intellectual competence in the social sciences as a specific purpose or objective of the program.

3. The requirements include studies of both western and nonwestern cultures that will provide background and knowledge for future teachers at the institution.

4. They include study of both minority and majority cultures in American society which will provide background and understanding for future teachers at the institution.

Standard VI: The general education program shall require study to develop an understanding of and the ability to use basic principles of life science and physical science.

Evidence Indicators

1. Requirements in the general education curriculum provide study of the basic principles of biological science.

2. Requirements in the general education curriculum provide study of the basic principles of physical science.

3. Application of the above requirements is provided in a laboratory setting.

Standard VII: The general education program shall require the study and the application of modes of inquiry and the characteristics of the disciplines in the arts, humanities, natural sciences, and the social sciences.

Evidence Indicators

1. The general education curriculum requires study and application of modes of inquiry (e.g., oral interviews, bibliographic research, survey techniques, stimulus/response patterns, scientific observation, technological recording, etc.)

2. The above requirements are specifically described or accounted for in existing documents, such as course syllabi, course outlines, or catalog descriptions.

3. There is evidence that students are taught modes of inquiry applicable to the study and appreciation of the disciplines in arts, humanities, natural sciences, and social sciences.

K. PROFESSIONAL EDUCATION

Standard I: The program shall require experiences to develop knowledge, skills, and attitudes in the prospective teacher which will enhance pupil self esteem and confidence and promote constructive interaction among people of differing economic, social, racial, ethnic, and religious backgrounds.

Evidence Indicators

1. The teacher education program provides its students with study of the knowledge and skills needed to assist their own students in building self esteem and confidence.

2. Specific written requirements and products exist in the professional education component which provide the above skills and knowledge (e.g., bulletin boards, displays, projects).

3. Students are given practical application during field experiences of these skills and abilities in addition to basic instruction in their theory and process.

4. The teacher education program provides its students with an awareness of differing economic, social, racial, ethnic, and religious groups and the implications for teaching students of diverse backgrounds.

   Specific requirements and products may be identified which provide the above skills.

Standard II: The program shall require study of general principles of life-long human growth and development and the relationship of teaching and learning theories to physical, social, intellectual, and emotional development.

Evidence Indicators

1. The teacher education curriculum provides its students with basic knowledge and understanding of the principles of life-long human growth and development.

2. Specific requirements and products may be identified in the program whose purposes, content, or objectives are designed to provide the above.

3. Students are provided with a working knowledge of teaching/learning theories in professional education courses.

4. Specific courses or experiences provide students with the ability to apply teaching/learning theory to the physical, social, intellectual, and emotional development of their respective students.

Standard III: The program shall require study of research about teacher characteristics and behaviors as they affect the learner.

Evidence Indicators

1. The professional education curriculum includes the study of effective and efficient teacher characteristics or behaviors.

2. Specific requirements and products include study in the above.

3. Students are taught the effect of teacher behavior on their respective students.

Standard IV: The program shall require study of the communication processes and skills for use between the teacher and pupil and between the teacher and others.

Evidence Indicators

1. The teacher education program requires that students learn communication processes and skills that are most effective between the teacher and pupil and the teacher and parents, taking into account differing backgrounds, work schedules, and family structures.

2. The above are identified in course requirements and products.

3. The above skills are provided as skills in the professional education component rather than the general education curriculum (e.g., basic english or communication courses).

Standard V: The program shall require study of techniques for diagnosing the capabilities of the learner and for designing instructional programs for all pupils in the least restrictive environment.

Evidence Indicators

1. The teacher education program provides study of techniques for diagnosing student abilities.

2. Students are required to design appropriate instructional programs for pupils, based on earlier diagnosis of ability.

3. Specific requirements provide teacher education students with a working knowledge of diagnostic/prescriptive principles and practices.

4. Instruction in diagnostic/prescriptive teaching techniques includes practical application and experience in real or simulated situations.

5. The instruction in diagnostic/prescriptive teaching requires the design of instructional programs for exceptional children in the least restrictive environment.

6. The program provides study of the principles of measurement and evaluation, including the purposes of testing, types of tests, validity, reliability, and interpretation of norm-referenced and criterion-referenced standardized test results.

7. The program provides students with the knowledge and skills needed for constructing and analyzing teacher-made tests.

Standard VI: The program shall require study of the application of methods and techniques in a clinical setting in the particular field of specialization.

Evidence Indicators

1. The program provides study in general methods and techniques applicable to the particular field of specialization.

2. Application of the above is provided in a clinical setting.

Standard VII: The program shall require study of methods of teaching reading in the prospective teacher's area(s) of specialization.

Evidence Indicators

1. The professional education component for all students requires study in the methods of teaching reading in the teacher's area of specialization.

2. The study of the skills of teaching reading includes clinical experiences in each student's content area.

Standard VIII: The program shall require study of skills and strategies to be used in classroom management of individual, small, and large groups under varying conditions.

Evidence Indicators

1. The professional education component includes instruction and training in both theory and models or techniques in classroom management.

2. The skills of classroom management are included as an integral part of the professional education component, either in a separately designed course or as separate but substantial components of more than one course.

3. Students are provided practical application of classroom management techniques, in either real or simulated situations during more than one semester prior to student teaching, in addition to basic instruction in theory and principle.

4. The program in classroom management includes the ability and skills for effective management of individual, small and large groups under varying conditions.

Standard IX: The program shall require prospective teachers to observe and analyze a variety of teaching models and to assess their own teaching effectiveness and professional growth needs.

Evidence Indicators

1. A structured program of observing and analyzing different teaching models is part of the professional curriculum for teacher education students.

2. The program of observation and analysis of teaching styles is stated or described in written documents.

3. The program includes experiences or instructional components designed to help students assess their own teaching effectiveness and professional growth needs.

Standard X: The program shall require study of the leaders, ideas, and movements underlying the development and organization of education in the United States.

Evidence Indicators

1. The professional education curriculum includes instruction in the history of education in the United States.

2. The program includes study of the leaders, ideas, and movements in the development and organization of education in the United States.

Standard XI: A student teaching experience shall provide for intensive and continuous involvement. The length of student teaching must not be fewer than sixty full school days within an academic semester, with semester as defined and utilized by the individual institution for other collegiate practices, unless, for sound educational purposes, specific permission is granted to a particular college by the State Board of Education to have a minimum of sixty full days within the senior year. It may continue until the objectives of the program have been achieved, depending on the performance of the student teacher.

Evidence Indicators

1. The student teaching experience consists of at least sixty full days within an academic semester of placement in a public school setting to provide intensive and continuous involvement. In situations involving low incidence areas of teacher certification, student teachers may be placed in non-public schools which are accredited by the Southern Association of Colleges and Schools.

2. During the sixty days, student teachers adhere to the daily schedule of the supervising teacher (e.g., bus duty, faculty meetings, parent conferences, extracurricular activities, inservice activities, rehearsals).

3. Assignments of student teachers do not include activities or duties assigned to the supervising teachers for which an additional stipend is received.

4. Any absences during student teaching will be made up to assure sixty full days.

5. Student teachers adhere to the academic calendar of the school district to which they are assigned. School district holidays are not considered in the sixty days requirement.

6. Specific permission in writing from the State Board of Education granting an exception is given if the student teaching experience extends to sixty days within the senior year rather than one semester.

7. Student teachers may not be paid employees in an instructional role during student teaching.

Standard XII: Each student teacher shall be evaluated at least three times by a representative of the college or university in which the practice teacher is enrolled. The student teacher shall be evaluated using a State approved evaluation instrument designed to provide feedback and assistance to the student teacher regarding any identified deficiencies. All observers who evaluate the student teacher shall receive reliability training under a State approved training program.

Evidence Indicators

1. At least six classroom observations including follow-up conferences in addition to the state performance assessment shall be conducted by an institutional supervisor.

2. Each student teacher is observed by three different observers who have current endorsement to use the South Carolina performance assessment instrument for student teachers.

3. The responsibility for identification of the three endorsed observers for each student teacher is that of the institution, not the student teacher's.

4. Notification in writing is provided to each student teacher by the institution regarding the appointment of the observers.

5. The evaluation instrument used by the three observers is the South Carolina performance assessment instrument for student teachers.

6. Observation sheets with written evidence are available to reflect these three evaluations for each student teacher.

7. Student teachers are apprised in writing of their performance on the state instrument, including a written account of strengths and weaknesses.

8. Student teachers who do not attain the minimum standard as established for provisional contract teachers on the state performance assessment instrument are given a written plan for remediation of identified deficiencies.

Standard XIII: The program shall require study of skills and strategies to be used in classroom management of computer-assisted instruction.

Evidence Indicators

1. The program shall include instruction in the basic operations of a computer.

2. The program shall include instruction in the selection, evaluation, and use of educational software for the student's area of specialization.

3. The program shall provide students with the knowledge and skills needed for computer-assisted instruction.

4. Students are provided practical application of the instructional use of computers.

Standard XIV: The program shall require that the teaching area examination and the professional knowledge examination be taken by all students no later than the academic year during which the student is enrolled in student teaching.

Evidence Indicators

1. Scores are available on the professional knowledge examination for students having completed student teaching at the institution.

2. Scores are available on the teaching area examination for students having completed student teaching at the institution.

3. The format of the scores provides an annual account by name, number, date, and discipline as appropriate for students having completed the professional knowledge examination and the teaching area examination at the institution.

4. A correlation of dates, names, and scores indicates that the examinations were taken no later than the academic year during which the student is enrolled in student teaching.

L. TEACHING MAJORS: GENERAL STANDARDS

Standard I: The institution shall be responsible for assuring the establishment of a procedure for communicating information among faculty, departments, and students, and for coordinating the various components of the teaching major or specialization requirements for prospective teachers. The institution shall define the role and responsibilities of appropriate personnel for all aspects of the program including advisement, planning, and supervision of the program of study for the student.

Evidence Indicators

1. There is a written description of communication procedures among faculty of all departments or units within the institution that offers a teacher education major or specialization.

2. Written documentation indicates that faculty involved in teacher education in each department meet to discuss the teacher education program.

3. Interviews with faculty and students in each teaching major offered indicate an understanding of the teacher education program requirements.

Standard II: The teaching major or field of specialization shall be based upon statements of program objectives and competency expectations for classroom teaching as related to the public school curriculum. These statements shall reflect an analysis of current theory, research, practices and recommendations of the professional organizations representing the specialization field found in the public school curriculum.

Evidence Indicators

1. Objectives exist in writing for each teaching major or specialization offered in the teacher education program.

2. The objectives for each teaching major are related to the public school curriculum as reflected in curriculum guides of public school districts used for clinical experiences.

3. The objectives for each teaching major include specific competencies expected of the graduates in terms of classroom performance as reflected in the South Carolina evaluation instrument used for student teachers and provisional contract teachers.

Standard III: The teaching major or field of specialization shall require study and experiences designed to develop an understanding of the sequential nature of the knowledge and skills as well as competency in the methodology needed to teach the subject matter.

Evidence Indicators

1. Each teaching major requires sufficient course work to assure understanding and knowledge of the content in the field of specialization.
2. It requires both knowledge and applicable skills in the subject or discipline.
3. Each teaching major requires study of methodology needed to teach the subject matter.
4. Each teaching major requires clinical experiences in the teaching major.
5. Course work and clinical experiences in each teaching major provide the student with sequential and incremental development.

Standard IV: The teaching major or field of specialization shall include provision for a systematic program of evaluation to assure that the student has attained a minimum level of knowledge of content and teaching competence.

Evidence Indicators

1. Each student's progress through the program in each teaching major is systematically monitored.
2. The monitoring system includes both the content area and methodology.
3. A minimum level of performance is established, stated in writing, and implemented for both content and methodology in teaching majors or field of specialization.
4. Performance levels are communicated to the faculty and the students in each teaching major or field of specialization.

Standard V: The teaching major or field of specialization shall be supported by faculty, facilities, plant and equipment, library and media resources.

Evidence Indicators

1. Each teaching major or area of specialization is supported by sufficient full-time faculty.
2. Facilities provided by the institution support the major area or field of specialization.

3. The institution provides necessary equipment for an adequate program for each subject major or field of specialization offered.

4. The library's holdings, services, and offerings support each teaching major or field of specialization offered.

5. Media resources needed to support each teaching major or area of specialization are provided.

Standard VI: The faculty responsible for teaching methodology shall give evidence of current knowledge of the teaching specialization, of teaching experience and participation in elementary and/or secondary schools, e.g., supervision of teaching, inservice activity, or curriculum development.

Evidence Indicators

1. All individuals who teach methodology have completed the following:

   a) At least two years of employment in a public school setting for those appointed after the effective date of these regulations

   b) Advanced study as preparation for the area of methodology

   c) Endorsed as an observer to use the South Carolina performance evaluation instrument for student teachers and provisional contract teachers.

2. All individuals who serve as institutional supervisors of students during clinical experiences have completed:

   a) Advanced study as preparation for supervision

   b) Active participation or experience in the public schools germane to the area of supervision

   c) The reliability training program for observers who use the South Carolina performance evaluation instrument for student teachers and provisional contract teachers.